

Teacher/Daycare Interview

FCAPID: _____

Date Completed: _____

Respondent type: (check all that apply):

Interview: ☐ Telephone (1) ☐ In Person (2)

☐ School teacher (1) ☐ Daycare Provider (3)

☐ School counselor (2) ☐ Other (4) _____

Respondent name: _____

Telephone: ()/ _____

Elapsed Time: _____ Hrs/Mins.

About how long have you known (child's name)? _____ years _____ months

About how well do you know him/her? _____

1 – Not well

4 – Very Well

2 – Slightly

5 – Extremely Well

3 – Moderately Well

9 - Missing

I. Overall strengths, functioning and other key issues

1. What are the most important things I need to know about this child based on your experience?

[Probe: strengths, unique characteristics, challenges, barriers to permanency]

2. To the best of your knowledge, does [child's name] have any conditions, diagnoses or disorders (medical/psychological)?

For the remainder of Section I, clarify with the interview subject that the time frame for these questions should be no longer than 1 school year--and may be shorter, depending on when and how long they have known the child.]

Specify time frame used by interviewee: _____

3. Role performance

a) How is [child's name] doing at **school/daycare**? [grades, schoolwork, rules, behaviors]

4. Relating to others

a) How does s/he get along with other children?
[liked/not liked by children, bossy/submissive, deviant/pro-social peers, number/age of friends]

b) How does s/he get along with grown-ups?
[seeks/avoids contact, tries to please/gets into conflict]

c) Any other general issues in his/her ability to form relationships with others?

5. Behavioral and emotional functioning

a) What can you tell me about how [child's name] sees her/himself in terms of:
self-esteem and self-confidence? [positive/negative sense of self; can accomplish what s/he sets out to
do]

b) At school, does s/he behave in ways that are the same or different from your sense of the average
child?

[Comparison is relative to peer group (similar children), e.g. other kids in the special education
classroom] [If yes, how? If no, please describe]

Compared to most children her/his age, when s/he is at
school/daycare, does s/he:

Less Than Most Kids (1)	Same As Most Kids (2)	More Than Most Kids (3)
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a) Ignore instructions when told to do something

☐☐☐

b) Disobey school rules.

☐☐☐

c) Act aggressively towards other children

☐☐☐

d) Act aggressively towards other adults

☐☐☐

c) If child is different from others, is it a problem? [problem for whom?]

Does the school/daycare think [child's name] needs special help because of
his/her behavior or emotional problems?

☐ No (1)

☐ Yes (2)

If Yes, do you have specific suggestions:

6. Thinking and communication

a) What can you tell me about her/his ability to think? What about her/his ideas or beliefs about people and the world?

[thought distortions (e.g. obsessions), expressing odd beliefs, memory issues/loss,]

b) Now, tell me about how [child's name] communicates and uses language?

[odd speech, incoherent language, other communication difficulties]

7. Motor/physical skills

a) Can you tell me about her/his general level of physical activity?

[physical condition, lethargy, hyperactivity, self-care]

b) Does s/he have any physical problems that affect her/his daily life?

[coordination, DME]

II. Permanent plan

1. What do you think the child wants in terms of a permanent situation?

2. What do you think is in the best interests of the child?

3. What skills would be needed in order to care for this child?

4. What should be done about continuing relationships between this child and his/her biological family members? [Parents, siblings, grandparents, other relatives]

a) Maintaining present relationships with biological family members

b) Development of future relationships with biological family members

5. Are you interested in being part of this child's permanent plan? If yes, in what ways?

6. Is there anyone else who you think should be part of this child's permanent plan?
[adult connection, type of support, placement]

III. Culture, religion, and ethnicity/race

1. How do you think this child identifies as far as culture, religion, and ethnicity/race?

2. Do you believe that this child's racial, cultural, and religious traditions are able to be attended to in their current placement? If not, what do you think could improve?

IV. Other issues

1. Is there anything else you would like to discuss about this child?
[follow-up on questions skipped; other service providers; adult/placement resources]
2. Who else should we talk to about [child's name]?